INTENT

"You can't use up creativity. The more you use it, the more you have." Mays Angelou

Creativity is the heart of this learning experience. The children will be immersed in the imaginative and wonderful creations of Roald Dahl's classic story '*Charlie and the Chocolate Factory*'. The children will examine and appraise the distinctive styles of both Roald Dahl and Quentin Blake. Taking inspiration from their unique style, the children will create their own short narratives, poetry, animations and illustrations. Children will embed and deepen their understanding of character and style when they design their own animations to represent the characteristics of a chosen character from the story. The children's scientific understanding will also be enhanced as we use the exciting context of a chocolate factory to explore different and changing states of matter.

Independence

Art | **Computing**

Science

English

HOOK

The children will take part in an exciting exploration session of how cartoonists can create different emotions/expressions through subtle changes in shape and line. The children will have a go at creating different emotions in this style.

ESSENTIAL QUESTION/CHALLENGE

Can you analyse how Quentin Blake's distinctive style helps portray character?

Create your own animation to convey some of Roald Dahl's most iconic characters for our creative showcase to parents.

OUTCOME

A creative artistic showcase will be held for our Year 4 parents. A celebration of animation, art and imaginative writing will be shared. – Parent share?

Charlie & the Chocolate Factory

Year 4

EXPERT INPUT

Ian Macklin will inspire the children by sharing some of his most successful animated works. He will give the children a presentation on stop start animation and inspire them discussing his role and successes in the media industry. He will then support a workshop introducing the children to the stop start app which will allow them to experiment making a moving picture.

LEARNING THROUGH ROLE PLAY

The children will become illustrators and graphic illustrators. Working in their studios, they will experiment with line, colour and cartoon form.

The children will also take part in a range of drama techniques including hot seating and freeze frames to help develop their understanding of character.

Learning in action

Developing an Inquiry Mind-set:

1. Knowledge *(remember)*
Can you identify who Quentin Blake is? Where he is from? What he is famous for? Can you name some of his most well-known works?

Can you sort solid, liquid and gasses?
Can you find out the boiling, melting and freezing point of water?

What is an animation? *(Ian's expert workshop)*

2. Comprehension *(understand)*
Can you describe the techniques Quentin Blake uses when illustrating Roald Dahl texts?

Can you group different materials according to whether they are a solid, liquid or gas?

What is 'stop/start' animation? Explore the app **'I can animate'** to understand how taking a series of pictures and then editing them together creates a moving picture.

3. Application
Can you replicate the style of Quentin Blake?

Can you compare how the particles behave in a solid, liquid or gas?

Can you use your replica design to rehearse and draft initial ideas for your animation? Consider storyboard planning to draft the movements and the desired outcome you are trying to achieve.

As artists we will:

*Use sketch books to record our ideas

*Review previously taught sketching techniques including light sketching and line weight to replicate Quentin's Blake distinctive style

*Explore in rough, thinking about how people stand, the types of expressions they have and how they fit on the page

As Scientists we will:

*Ask relevant questions

*Plan and carry out fair investigations to gather data to help draw conclusions

*Observe how different materials react when heated or cooled

*Identify different materials and compare how particles behave relating to whether they are solid, liquid or gases

*Identify the boiling, melting and freezing point of water

As animators we will:

*Be able to explain what is meant by animation

*Create a series of linked frames that can be played as a short animation

* Use the ipad camera to create our own images for a stop motion animation short film clip.

* Make slight changes to an image using onion skinning, understanding the term

* Use a time slider to find a specific point in a film

Curriculum Objectives:

Art:
To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing

To know about great artists, architects and designers in history

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and **artistic activities**.

Science:

States of Matter:
Compare and group materials together, according to whether they are solids, liquids or gases
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. (°C)

Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them
Sc4/1.2 setting up simple practical enquiries, comparative and fair tests
Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

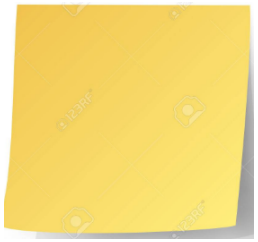
4. Analysis Can you compare how different materials react when they are heated or cooled? *(Design investigation – block day)* **5. Synthesize** *(create)* Can you create your own animation using Quentin Blake's style to portray characters? **6. Evaluation** Can you critique your work and that of others?	clip to insert or edit an object. * Edit and refine images in a stop motion animation short film clip *Evaluate the advantages and disadvantages of some animation software.	**Computing:** **Focus app 'I can animate'** -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

How we evaluate?

*Thinking Hats will be used to reflect upon our overall outcomes at the end of the learning experience, ideas will be captured in their topic journals

*Peer and self-assessment will be used throughout the design process

*Concept mapping will provide formative assessment opportunities as the topic progresses and allow children to learn how to organise their gained knowledge and understanding



What Stuck with you?

* Be able to explain and show with diagrams the behaviours of solids, liquids and gases
* Recall the boiling, melting and freezing point of water
* Understand that evaporation and condensation are opposite processes
* Photograph, manipulate and organise images to create a stop start animation
* Be able to find specific points within image display to edit and refine content
* Articulate qualities within Quentin Blake's work that make his style distinctive/ iconic

Deeper Thinking

* Explain and justify with evidence why the chosen qualities make his style iconic
* TBC
* Chn can discuss and explain what is happening to the particles as they change state and apply this within their experiment conclusion

Wider and Discrete Learning Opportunities:

French:
At the Cafe

Listen attentively to spoken language and show understanding by joining in and responding
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
Speak in sentences, using familiar vocabulary, phrases and basic language structures
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

RE:
Christianity – traditions at Easter

PE
Tennis
Football

PSHE – Jigsaw – Healthy Me